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ABSTRACT

Findings from a study that explored the training/development opportunities desired by secondary school heads in Negara Brunei Darussalam are presented in this paper. A questionnaire administered to 22 national secondary school college heads who attended a workshop in July 1991 elicited 16 completions. Information was gathered about those aspects of school administration that relate to overall and specific headship tasks, school management skills, and personal qualities. Findings indicate that the school heads desired more opportunities in the following areas: school leadership; evaluation; planning; integration and innovation; staff appraisal, supervision, and discipline; and staff development. Six tables are included. (18 references) (LMI)

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Towards School Effectiveness and Improvement Through School Leadership in a Third World Country : Questions about Brunei Darussalam Secondary School Principals' Tasks and Skills, Job Satisfaction and Professional Development Needs

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Towards School Effectiveness and Improvement Through School Leadership in a Third World Country : Questions about Brunei Darussalam Secondary School Principals' Tasks and Skills,Job Satisfaction and Professional Development Needs

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INTRODUCTION

The leadership role of the school principal is cited as one of the important factors or attributes of effective schools (Brookover et al,1979; Edmonds & Fredericksen,1978; Rutter et al,1979; Weber,1971). Indeed a growing body of literature affirms the image of the effective principal making a difference in schools, facilitating school change and improvement (Berman & McLaughlin,1978; Cotton & Savard,1980; Hall,Hord & Griffin,1980; Huling,Hall & Hord,1982; Leithwood & Montgomery,1982; Stalling,1981). The ultimate test of the principal's effectiveness should be reflected in student cognitive, affective or other gains through the mediating variable of teachers.

Bassett, Crane and Walker (1967) view the functions of a head as being twofold :

1) the determination of aims and broad policies.
2) the facilitating of the efforts of the group in putting these aims and policies into practice.

Carlyle (1962) classifies the basic tasks of the administrating head under three headings :

1) functional items which include school organisation, instruction, school environment,
2) staff items such as ethics, promotion of professional growth,inservice education,delegation of authority, and

3) pupil items to include the physical,mental,emotional,social,spiritual,moral andacademic growth of the pupils under his care.

The role of the school head then is a complex one and to function as an effective leader, he must accept this complexity. Qualities often cited by researchers that fill this complex role are competence as a teacher,a knowledge of educational theory and practice,personal example and inspiration,fluency and effectiveness as a speaker and qualities of leadership. A series of factors associated with leadership are provided in a study by Jacobsen,Reavis and Logsdon (1963). They cover five main areas :

1) capacity including intelligence,alertness,verbal facility and originality.
2) achievement including scholarship and knowledge.
3) responsibility including dependability,initiative, persistence and self-confidence.
4) participation including activity,sociability and co-operation.
5) status including socio-economic position and popularity.

Through the late 70's and 80's, effective schools research focussed on the principal as a key factor in determining the overall effectiveness of a school. Recent reform reports have resulted in increased interest in the effectiveness of schools and therefore have placed an even greater emphasis on principal selection,training and supporting principals, assessing principal competencies and skills, and the ingredients of programmes to prepare effective pricipals. How effective a school is would depend on the role model the school head held and how well the head understood the nature of his tasks and skills in the context of his school for the head has the major responsibility for setting the tone for the school's climate and culture. Good practice by school administrators is expected to influence school climate and productivity and to contribute generally to the improvement of schools. Improving schools is a process which begins with improving administrators.

THEORETICAL FRAMEWORK

The professional development of a nation's principals deserves close attention and emphasis because these individuals have a profound influence and effect on their schools and on the teaching profession. A growing body of literature suggests that 'behind every successful school is a successful principal' (Edmonds,1979). There seems to be three major policy implications suggested by this literature : certification requirement and formal academic coursework as pre-service training for aspiring principals ; improve the process of selecting principals, and improve and increase the professional development opportunities for practicing principals. All three areas require rigorous attention in the process of improving the effectiveness of principals (Sergiovanni & Moore,1989).

Great strides have been made in the past two decades in understanding and clarifying the roles of school leaders and in developing training to prepare them for these roles. However a review of studies in administrator training leads one to believe that improvement in training is sorely needed. Given the premise that improving principal effectiveness contributes to improving school effectiveness, improving principal effectiveness should be viewed as one of the many interdependent strategies within a comprehensive framework for planned change.The organisational and policy frameworks shaping expectations for the principal's role and nature of preparation programmes vary considerably among nations when we consider the demands on the headship created by a changing social context and school structure. The role of the principal is not a universal constant. The variability is substantial among countries, developing and developed.School managers now operate in an increasingly more complicated environment which impose on administration the need to acquire new skills and to build up coherent strategies and structures to handle the different areas of school organisation.Knowledge and skills of a technical, human and educational nature will be required as needs are identified in a changing environment, goals are set, policies formulated,

priorities determined, and resources allocated (Caldwell & Spinks,1988).In Negara Brunei Darussalam, specific preservice training is not required nor expected before being selected as a principal; in-service training is the initial and only training school leaders receive at present.

The rationale for training school leaders for the complex tasks of school organisation and management is to help heads make the most effective use of all available resources, not least the talent of the school staff itself,in providing for the diverse needs of their pupils (DES,1977).The dominant goals of courses and programmes in training school principals are to improve overall effectiveness and solve immediate school/system problems. It is clear from a study of training course proposals that the great majority are concerned primarily with competence training since the main concern is to enable school leaders to respond to issues and situations as they occur.

Evidence concerning the effects of principals on their schools have been accumulating since Weber's (1971) pioneering study of effective schools. At least 40 subsequent research reports, reviewed by Leithwood and Montgomery (1987),claim to have detected a significant positive relationship between principal's actions and outcomes demonstrated by students (attitudes,basic skills,reduced vandalism,increased school attendance) or teachers (changed classroom practices,improved job attitudes,more positive perceptions of the principal's leadership). These and other research reports provide a compelling argument for direct training or in-service education programmes for school leaders.

It is widely recognised that the roles and responsibilities of school leaders are complex and demanding and that training is necessary to prepare them for those roles, despite the disconcerting,if not alarming, finding of Pitner(1987) that U.S leaders overwhelmingly denounce the value of training that they have received, viewing university principal preparation programmes as 'too theoretical and unrelated to their real problems.' Research and development

efforts during the past two decades have increased our knowledge and understanding of school leaders and with it the need to train them. Yet there are still unanswered questions : What can training accomplish ? What should we train leaders to do ? How do we best train them ? What leadership variables are are amenable to improvement through training ? Despite our current level of knowledge and understanding , the differential effects of training on various types of leaders has yet to be determined. There seems little doubt though that improvement in professional preparation for the headship role is in order and with resources and time for training always scarce,it is important that they be used where they can contribute most.

METHOD

Data that will be analysed in this paper was gathered through a questionnaire administered to all national secondary school College heads who attended a seminar/workshop organised by the Ministry of Education,Negara Brunei Darussalam,from July 22 - 25,1991.The study was designed to obtain the views and perceptions of these heads on their training development opportunities and needs as they relate to overall and specific headship tasks and skills, personal qualities and traits and further professional development.

The Sample

The sample comprised all 22 national secondary school/college heads from the four districts that comprise the State. These heads had attended the 4-day seminar/workshop; their views were sought on important aspects of their professional work and responsibilities through a questionnaire. The total sample included the four vocational/technical schools/colleges. Completed questionnaires were received from 16 school heads.

Data collection

Data were collected during the seminar for school heads using the questionnaire instrument to identify key elements of organisational tasks and skills needed in headship today, desirable personal qualities and traits, and future professional development as perceived by the respondents. Questionnaire items were compiled after a thorough review of relevant research material.

Data analysis

Data analysis was carried out based on the group's responses to 67 items of the questionnaire as they relate to overall and specific tasks of principals : skills for headship ; personal qualities of heads and their views on future professional development.

RESULTS AND DISCUSSION

This section is organised around the three parts of the questionnaire directly relevant to the study : questions about the heads' tasks and skills ; questions about heads' job satisfaction ; and questions about heads' further professional development.

Questions about the Heads' tasks and skills

Heads were asked to state what priorities they gave to further training for particular aspects of their job ; their responses were coded into 15 categories of tasks as shown in Table 1, page 7.

Evaluation, i.e. evaluating the effectiveness of policies, systems,methods and personnel, is rated the top priority training area by 94% of all heads for it is regarded as the most elusive aspect of the organisational work of heads. Ranked next highest priority training area by 81% of heads is the leadership task, i.e providing adequate leadership for the work of the school. In view of the rising number of local staff becoming graduate teachers in more recent years, heads expressed a particular need to be better prepared for this leadership role. Closely associated with the leadership role and function is innovation; 75% of all heads were very conscious of their need for more training in how to enable innovation and educational change to take place in an environment that is experiencing rapid social and economic change since independence on 1 January 1984. Changes inside the school need to reflect changes outside the school, particularly those that relate to the world of work, if they are to be helpful to the pupils' learning.

Next on the list of priorities for training comes managing

Table 1 : Heads' training needs ; rank order

	General (Free choice of heads		Top five for heads in general		Rank order (# 1-5)
1	Evaluation	15	Leadership	15	Leadership
2	Leadership	13	Evaluation	11	Planning
3	Innovation	12	Planning	7	Evaluation
4	Managing resources	11	Integration	7	Integration
5	Managing personnel	10	Organisation	7	Self-management
6	Planning	10			
7	Philosophy: framework for policy and goals	10			
8	Integration	9			
9	Organisation	8			
10	Keeping abreast of new educational thinking	7			
11	Self-management	6			
12	Communication with parents/ community	6			
13	Managing relationships	5			
14	Managing pupils	5			
15	Communicating/relating to Ed Dept/MOE	4			

resources (69%) , managing personnel (63%) and planning (63%). Comments were made by school heads on their spending more time in managing resources and personnel and also on their difficulty in disciplining staff. The next category of training needs given high priority was planning, i.e forward thinking,assessing, planning and deciding priorities.

Of the tasks given a low priority in training come managing relationships and pupils, and communicating,relating and reporting to the Ministry/Education Department. This confidence stems from their dealing largely with people of a similar cultural, academic and professional background.

Looking at the overall figures for the top 5 training priorities (Columns 2 & 3 of Table 1), the leading training categories are ranked as follows : leadership ; planning ; evaluation ; integration ; and self-management.What appears to dominate most of heads' time and working lives is human relations that give them the greatest pleasure and the greatest pain. Could this mean the heads need more training in the human relations aspect of their job in order to deal with this priority area more effectively and efficiently ?

The next part of this survey dealt with asking heads to rank training/development opportunities in current specific headship tasks they perform (Table 2, page 9). Staff appraisal,supervision and discipline and staff development for new curriculum initiatives were ranked the top priority areas by 81% and 69% of heads,respectively. Next came training courses in effective consultation and participation (56%), followed by school self-evaluation (50%) and motivating staff (50%). Courses in pupil assessment,managing stress in oneself and others and maintaining staff morale were given low priority.

The rank order of the top five training priorities was as follows : effective consultation and participation in school life ; staff appraisal,supervision and discipline ; staff development for new curriculum initiatives ; school self-evaluation ; and motivating staff.

Table 2 : Further training for specific tasks : rank order

General (Free choice of heads)		Top five for heads in general		Rank order (# 1-5)
Staff appraisal,supervision and discipline	14	Staff appraisal,supervision & discipline	14	Effective consultation and participation
Staff development for new curriculum initiatives	13	Staff development for new curriculum initiatives	13	Staff appraisal,supervision and discipline
School self-evaluation	12	Effective consultation and participation	9	Staff development for new curriculum initiatives
Motivating staff	11	School self-evaluation	8	School self-evaluation
Effective consultation and participation	10	Motivating staff	8	Motivating staff
Responding to a changing environment	10			
Maintaining staff morale	9			
Managing stress (in oneself and others)	8			
Pupil assessment	6			

Skills for headship

Heads were asked what particular skills they felt they needed to develop and to place them in rank order. Their responses are shown in Table 3 below

Table 3 : Skills for headship

	Top 5 personal priority	Top priority (# 1 - 5)
1	Counselling	Problem analysis
2	Conflict-resolution skills	Conflict-resolution skills
3	Motivating	Team-building
4	Team-building	Motivating
5	Problem analysis	Counselling
6	Delegating	
7	Sensitivity	
8	Verbal communication	
9	Written communication	

Conflict-resolution, counselling and motivating were listed as key skills that more than 80% heads needed to develop further. These are necessary skills in effective personnel management, skills that will be useful too in dealing with parents,education authorities and outside agencies, and in managing change.

Team-building and problem analysis are skills rated as next important to develop further. With the present focuss and emphasis on building up of the senior management team in schools, it is natural for heads to regard these skills as important and

helpful. Problem analysis is obviously related to conflict resolution skills in complex,changing institutions. Verbal and written communication skills are areas almost all heads feel most confident in and experienced.

Of the top 5 priority skills picked out by school heads, problem analysis and conflict-resolution skills are ranked topmost.This is understandably a contextual problem, for the results obtained by secondary schools in the State in important public examinations, namely the 'O' and 'A' levels, have been rather unsatisfactory and disappointing over the years ; new Ministry of Education initiatives are aimed at improving these schools. The next three priority training areas are concerned with the human relations aspect of personnel management : team-building; motivating ; and counselling.

Personal qualities needed in headship today

An important aspect of school management next looked into was whether there were any particular qualities needed in heads today. The responses of heads were interesting though not surprising. Personal qualities rated topmost by all heads were : intelligence, flexibility, quick thinking, and creativity. Listed as next most important were : good health (94%) ; sense of humour (94%) ; balance (88%) ; and sensitivity (81%).Qualities rated lowest were empathy (75%), and toughness (56%).

What is noteworthy is that in listing their top five personal qualities to develop for effective secondary school management, nearly all heads regard intelligence, creativity and flexibility as being the most important. Secondary school heads appreciate the intellectual challenge of being a head, to respond quickly and appropriately to a host of complex and difficult situations ; likewise, creativity in heads can lead to releasing creativity in others, especially if the approach is flexible and understanding.

Additional suggestions expressed by heads on the qualities needed by heads were :

- tolerant/patient, innovative,open-minded,strong vision, role model,committed/dedicated, democratic,confident, resourceful,has integrity, approachable, dynamic, assertive, caring,good listener,fair/just,knowledgeable,forward looking,

accomodating,polite,with good memory,optimistic,enthusiastic, tactful,honest,trustworthy,thoughtful,energetic, drive,responsible,outgoing.

Obviously not many heads can claim to be all that ; the qualities are found in heads as a group.

Questions about Heads' job satisfaction

Heads were asked to comment on 5 aspects of their job they enjoyed most and 5 which they least enjoyed. The separate lists make interesting if not fascinating reading.

What heads enjoy most

Heads' comments were analysed and when coded were categorised into the following main task areas : leadership ; decision-making ; supervision ; motivation ; managing change ; relationships with staff and students ; counselling ; meeting parents. Among the positive comments made were :

'Planning with senior staff; looking ahead'

'Planning together with staff students' improved performance'

'Discussing with staff positive aspects of school - our success'

'Maintaining good relationships with staff'

'Motivating staff'

'Meeting with HODs to discuss academic matters and staff performance'

'Sharing ideas and experiences with subordinates'

'Talking to teachers and discussing their problems'

'Conducting assembly/addressing students'

'Observe teachers teaching/classroom observation'

'Proble solving/analysing problems'

'Decision making'

'Meeting parents/communication with parents regarding school/students'

'Managing school resources'

'Interacting with students both in/outside class'

'Dealing with students,e.g. discussing their problems/ careers'

'to talk to and motivate students in their studies'

'Involvement in staff development'

'Good salary/good school facilities'

Aspects of job least enjoyed by heads

The responses of heads to least enjoyable aspects of their job were analysed and categorised into one of the 15 task areas. Among the dislikes mentioned were :

'Dealing with difficult staff'
'Writing confidential reports (the bad ones)'
'Dealing with unprofessional conduct of staff'
'Staff appraisal'
'Counselling staff'
'Preparing/managing the given school budget'
'Worrying about resources,staff shortage,money'
'Dealing with school finance'
'Influencing personnel to accomplish desired goals'
'Counselling parents/meeting with difficult parents'
'Arrogant parents who come with personal problems'
'Serious disciplinary cases'
'Punishing students'
'Limited power'
'Routine paperwork'
'Routine administrative work'
'Limited promotion opportunities'
'Dealing with school maintainance/school facilities'
'Talking to salesmen'
'Principal teaching'
'Answering phone calls

School management : Difficulties faced by school heads

In any programme for the professional development of school heads, indication of difficulties faced by these heads can provide the impetus and direction of devising an appropriate training/development programme. For this reason, views of school heads were sought on difficulties encountered by them in managing their schools, whether on a day-to-day basis or for a longer term of headship.

Responses of heads to difficulties facing them in school management :

(a) Internal issues

Heads were requested to respond to various aspects of internal issues in school management by indicationg on a 5-point scale,

how they felt about dealing with each aspect. Their responses are tabulated below (Table 4) by rank order of seriousness, i.e. most serious to not a problem.

Table 4 : Difficulties facing school heads :

(a) Internal issues

		All heads					
		Very serious	Serious	Moderate	Minor	Not a problem	% very serious/ serious
1	Dealing with problems relating to school buildings	5	3	6	2	-	50.00
2	Establishing better standards of discipline	3	3	3	6	1	37.50
3	Coping with a wide range of tasks	1	4	5	5	1	31.30
4	Difficulties caused by the practice and style of the previous head	1	4	1	5	5	31.30
5	Dealing with a large number of decisions	1	3	5	5	2	25.00
6	Dealing with school finance	2	2	4	4	4	25.00
7	Obtaining information about curricular areas other than your own	-	4	7	4	1	25.00
8	Establishing/improving consultation procedures within the school	-	3	6	5	2	18.80
9	Establishing your priorities	1	-	3	8	4	6.20
10	Establishing/improving channels of information within the school	-	1	7	4	4	6.20

Comment

Of the ten internal issues items mentioned, it is significant half of all heads regard 'dealing with problems relating to school buildings' as the most serious issue they face. A possible cause for this concern is an alarming increase in the number of juvenile delinquents in schools and weak discipline widely reported in the local press.There are only two heads who view this problem as minor.

'Establishing better standards of discipline' is viewed by 38% of heads as the next most serious issue confronting them. It is obvious discipline is lax in these schools and heads welcome any help in improving school discipline.The Ministry of Education response to the growing menace of delinquency in schools has been to appoint a task force to deal with the problem.

The next most serious difficulties faced by heads were : 'coping with a wide range of tasks' (31%), and 'difficulties caused by the practice and style of the previous head', also by 31% of heads. One in four heads view 'dealing with a large number of decisions', 'dealing with school finance', and 'obtaining information about curricular areas other than your own' as the next most serious difficulties.

Issues considered by heads as the least difficult were : 'establishing your priorities' (75%), and 'establishing/ improving channels of information within the school' by 50% of all heads.

(b) External issues

Responses of all heads were similarly obtained to external issues affecting them in their management function.The results of their responses are recorded in Table 5, page 16.

'Creating a better public image of the school' is considered the most serious problem by 38% of heads.This is inevitably a universal problem ; the rising expectations of an educated, literate population are for schools to be more efficient and effective and accountable to the public for its goals and activities ; schools try to reciprocate this rising expectation by projecting a good public image of themselves.

Table 5 : Difficulties facing school heads :
(b) External issues

		All heads					
		Very serious	Serious	Moderate	Minor	Not a problem	% very serious/ serious
1	Creating a better public image of the school	2	4	3	7	-	37.50
2	Dealing with parental problems	2	3	4	5	2	31.25
3	Obtaining information about what has been tried in other schools	-	3	4	5	4	18.75
4	Developing a good working relationship with Ministry/Education Dept officials	1	1	5	3	6	12.50

'Dealing with parental problems' is viewed by 31% of heads as the the next more serious issue they face. In commenting on least enjoyable aspects of their work, heads had said they have had to put up with difficult, meddlesome, and arrogant parents. Issues that are viewed as not posing any difficulty are 'developing a good working relationship with Ministry/Education Dept officials' (56%) and 'obtaining information about what has been tried in other schools' (56%).

(c) Staff and staffing

Secondary school heads were finally asked to state their opinions on matters affecting staff and staffing. Their responses are recorded in Table 6 below.

Table 6 : Difficulties facing school heads : (c) Staff and staffing

		All heads					
		Very serious	Serious	Moderate	Minor	Not a problem	% very serious/ serious
1	Promoting staff professional development/ INSET	-	9	3	3	1	56.30
2	Dealing with poor staff morale	1	6	3	5	1	43.80
3	Dealing with incompetent staff member/s	1	4	7	1	3	31.25
4	Staff turnover (e.g contract staff taking contract leave, resigning, etc)	2	2	5	7	-	25.00
5	Coping with a weak member of the senior management team	1	2	2	8	3	18.75
6	Obtaining information about the strengths and weaknesses of staff	-	3	8	4	1	18.75
7	Persuading staff members to accept new ideas	-	3	6	5	2	18.75
8	Issues concerning non-teaching staff	1	2	2	9	2	18.75
9	Issues arising from non-teaching duties of staff	1	1	6	4	4	12.50

Comment

Of the 9 Staff and staffing issues listed, 56% of all heads have serious difficulty with 'promoting staff professional development/ INSET'. This is understable as most heads would claim that they are experts in only their subject specialisation. Closely akin to this aspect of their difficulty is 'dealing with poor staff morale'(44%),

followed by ,understandably, 'dealing with incompetent staff members' (31%), and "staff turnover' (25%). Completing the top five difficult issues is 'coping with a weak member of the senior management team by 19% of heads; heads attribute this weakness to a lack of administrative and professional experience of the members of their management team.

Issues with which school heads were most comfortable or competent were : 'Issues concerning non-teaching staff' (69%), 'issues arising from non-teaching duties of staff' (50%),and 'persuading staff members to accept new ideas' (44%).

Challenge and stress

It could be argued that heads anticipate educational change and development as society changes and that there is bound to be some anxiety felt if they are performing well. Secondary school heads were requested to comment on the stress factors related to their job in order to ascertain those aspects of their job they consider most stressful,which would provide indicators of a possible strengthening of expertise, understanding and resolve in those stressful areas. Most frequently-cited stress factors were :

A. Student-related stress factors

'poor performance of students'

'weakness of students'

'poor academic results'

'discipline problems (smoking, absenteeism,etc.)

'student discipline (increasing disciplinary problems among students) '

'lack of motivation among students'

'trying to improve academic performance (exam results)'

B. Staff

'negative attitudes among staff'

'staffing problems'

'staff discipline'

'negative attitudes among teachers'

'dealing with incompetent and less motivated staff'

'scarcity of skilled and experienced staff'

C. School budget/resources

'managing school budget'

'inflexibility of government regulations on school materials'

'inadequate financial support'

'unavailable resources'

'shortage of classrooms/special rooms'

D. School management

'handling too many tasks either assigned by the Ministry, volunteer, or school-based projects'

'too much paperwork'

'the responsibility of having hostels,with 500 boarders, (24-hour responsibility) '

'frequent changing of class timetables'

'having afternoon session'

E. Parents

'Negligence of parents to cooperate with school staff'

'lack of parental support'

'high expectations from parents and public'

'unreasonable parents who come with negative attitudes'

F. School/Ministry relationship

'lack of consultation from the superiors'

'observation and expectation from the school inspectors'

Incidence of stress among secondary school heads

School heads were requested to indicate the extent of stress they felt in their present job. Their responses were as follows :

(a)	great	0
(b)	quite serious	6
(c)	not serious	9
(d)	negligible	1

Thus it can be seen that six out of the sixteen heads suffered 'quite serious' stress at their job; admittedly, some indicated that they were relatively new at the job and did not have much experience.

Questions about Heads' professional development

Most heads took the open-ended question on their (and other heads') future professional development seriously and made open and frank comments. Aspects of the job heads had found enjoyable were those relating to staff and students,motivationg school personnel,supervision of teaching,dealing with parents, and engaging in future planning. Unpopular aspects of their job related to administrative work and bureaucracy,disciplining staff, staff appraisal and counselling staff. From the many comments Heads,a few are recorded here that can be said to represent group thinking :

'Heads should be given greater autonomy to deal with school problems,e.g to dismiss students'

'Team building with officials from the Ministry'

'Educational policy and school goals and issues should be determined by the Ministry and school principals together'

'Practical help needed by heads in dealing with current issues ; relate theories and models of leadership to the real situation'

'A Handbook or Manual on "School Principal's Duties and Responsibilities" is considered very helpful'

'Courses for Malay-medium school heads on School Management should also be conducted by the MOE'

'Principals should meet often to identify common problem areas and find ways of overcoming them'

'The selection of suitable persons for school headship should be improved in the following ways : special aptitude test for aspiring heads ; candidates for headship must be interviewed ; headship vacancies advertised ; the headship post should be gazetted and have attractive salary scale and conditions of work ; there should be proper, periodic training for heads ; there should not be too much emphasis placed on seniority'

'There should be a proper check carried out by the MOE officials on the progress and achievement of individual heads. This will ensure job satisfaction and provide opportunities for promotion for the abler heads'

CONCLUSION

The study was prompted by a growing concern in the nation to make schools more effective and accountable in view of the increasing financial support for the educational enterprise, increasing standards and expectations of a more literate and educated public for quality education and the present heavy reliance on expatriate work force,currently 37.5% of the nation's total labour force.

This paper examined the training/development opportunities desired by secondary school heads in Negara Brunei Darussalam in important aspects and areas of school organisation and management that encompass overall and specific leadership tasks and skills,personal qualities needed in headship today and further professional development needs. The results show that secondary school heads in Brunei Darussalam, despite present in-service professional development opportunities, desire more training/development opportunities in the following responsibility areas : school leadership ; evaluation ; planning ; integration ; innovation ; staff appraisal, supervision and discipline ; and staff development for new curriculum initiatives. There is also a desire expressed for heads to be given greater autonomy to deal with school-based administration, problems and issues ; greater involvement of school heads in educational policy issues ; improved principal selection and promotion procedures ; and help in school self-evaluation. The results of the study should provide a basis for direction and guidance to the Ministry of Education, Negara Brunei Darussalam, in planning the future, further development of school heads in the State.

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Towards School Effectiveness and Improvement Through School Leadership in a Third World Country : Questions about Brunei Darussalam Secondary School Principals' Tasks and Skills, Job Satisfaction and Professional Development Needs

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ABSTRACT

The leadership role of the school principal is cited as one of the important factors or attributes of effective schools. Indeed a growing body of literature affirms the image of the effective principal making a difference in schools, facilitating school change and improvement. The ultimate test of the principal's effectiveness should be reflected in student cognitive, affective and other gains through the mediating variable of teachers.

The professional development of a nation's school principals deserves close attention and emphasis because these individuals have a profound influence and effect on their schools and on the teaching profession. There seems to be three major policy implications suggested by the literature : certification requirement and formal academic coursework as pre-service training for aspiring principals ; improve the process of selecting principals ; and improve and increase the professional development opportunities for practicing principals. All three areas require rigorous attention in the process of improving the effectiveness of principals.

Given the premise that improving principal effectiveness contributes to improving school effectiveness, improving principal effectiveness should be viewed as one of the many independent strategies within a comprehensive framework for

planned change. This paper examines the training/development opportunities desired by secondary school heads in Negara Brunei Darussalam in important aspects and areas of school administration and management that relate to overall and specific headship tasks, school management skills, personal qualities needed in headship today and future development needs. The results show that secondary school heads in Brunei Darussalam, despite present in-service professional development opportunities, desire more training/development opportunities in the following responsibility areas : school leadership ; evaluation ; planning ; integration and innovation ; staff appraisal,supervision and discipline ; and staff development for new curriculum initiatives. There is also a desire expressed for heads to be given greater autonomy to deal with school-based problems and issues, greater involvement of school heads in educational policy issues, improved principal selection and promotion procedures and help in school self-evaluation. The results of the study should provide direction and guidance to the Ministry of Education, Negara Brunei Darussalam, in planning the future professional development of school heads in the State.